

Will He Want the Old Job Back?—The Soldier's Problem

By Cornelia Sterrett Penfield

GETTING a job and then either keeping it or finding a better is the preoccupation of most of us.

About seventeen months ago the selective service act began taking away that preoccupation from several million Americans, and indirectly turned their individual jobs over to temporary substitutes. The several million went into training for an entirely new job, the overthrow of militarism, and when last reported were definitely headed in the direction of considerable success.

Now, with the signing of the armistice, has come a frenzied question, "What will happen to the old job?" The temporary substitute would perhaps prefer to be permanent. "When the boys come back" has a threatening sound to him; and while he would not for worlds have had the war maintained for his especial benefit, he is slightly anxious and very interrogative.

His interrogation may be answered briefly and authoritatively. It is unlikely that the soldier for whom he substituted is going to return to that particular job, because there is in all probability a very much better job for which that particular soldier is qualified by this time, provided that he has profited by his advantages.

In other words, there are going to be jobs enough to go all the way round and lap over. The conscientious war worker who has made good at his assignment will have every chance of continuing indefinitely. The only worker who need worry is the industrial slacker who has slipped into a comfortable position that is entirely too big for him and that he found in an hour of stressful labor shortage.

It was with the intention of conducting a bit of research into the future job of the soldier that the writer went to Washington. After three days of prefatory interviews with sundry courteous staff officers it appeared that the story of the preparation of the American soldier for ultimate civil life can scarcely be compressed into scant space.

Therefore, instead of the comprehensive, it seemed wisest to consider the intensive, concentrating upon the training given a very small segment of only one fraction of the army—the engineers, erstwhile termed the "sappers" in recognition of their former chief function of digging saps and mines beneath the enemy fortifications.

Apparently the growth of the engineers has been consistent with that of the entire army, as at present every important function of skilled labor seems to be part of the repertoire of the "sappers," and although nominally a non-combatant branch of the service, there is on record for all time the achievement of the pioneer regiment and its dependence upon the pioneer regiment indefinitely. Since the vocational schools at Camp Humphreys, Virginia, include almost every practical vocation in the dictionary, from blacksmithing to well drilling. Some of the work of the subjects are: Carpentry, foundry work, lumbering, mining, printing, photography, rigging, surveying, typing, dock construction, steam engineering, pipe laying and highway engineering.

Technical Training for the Soldier

Since the development of technical training throughout the army has been so rapid during the last year, and especially during the last six months, the results obtained are unbelievable, and were only made possible by intensive work, from which everything not bearing directly upon military efficiency had been eliminated.

Perhaps the most apt example of what was done is given by the trade schools at Washington Barracks. What has been done there on a small scale is illustrative of the widespread work being at present accomplished by various vocational training units of the Students' Army Training Corps throughout the country, from which ultimately there may be returned to civilian life a wealth of skilled laborers in every calling.

The S. A. T. C., however, although impressively large, is younger than the vocational units at the training camps, and far, far younger than the barracks, and at present there is a careful distinction to be drawn between the S. A. T. C., which is administered by the committee on education and special training of the War Department, and the vocational schools of the cantonments, which are under the jurisdiction of the engineer corps of the army.

At the time of our declaration of war against Germany Washington Barracks was mainly devoted to instructing the embryo sapper, fresh from West Point, in the special training of his chosen branch of the service. Although there were other minor activities at the post, it was primarily the Engineer Officers' Training School, a post-graduate addendum to West Point.

With the outbreak of the war it became immediately necessary to provide training for privates as well as for officers, and Washington Barracks became the first logical school for that training. Subsequently it has been almost obscured by the aggregation of schools for vocational training of soldiers now under the War Department, but it remains the most interesting and representative of the work which immediately devolved upon the pioneer regiments.

For every division to go overseas a pioneer regiment of sappers, prepared for any emergency, was assigned to undertake the very various incidental work of maintenance and repair. When one considers that in the entire regular army as it was in March, 1917, there were but three pioneer regiments, numbering—with the inclusion of an engineer detachment at West Point, one mounted company and one band—in all, 4,125 officers and enlisted men—some idea of the expansion necessary to the present resultant may be hinted.

When one takes into consideration, moreover, the thousand-and-one duties of each pioneer regiment for which the private is prepared, the wonder grows yet more.

Where the Sapper Comes in

Picture a division advancing. There is not a mile during which the success of that advance does not in some detail depend



Oxy-acetylene welding at the vocational schools, Washington Barracks, D. C.

—Photo passed by censor

upon the skill of the men in the pioneer regiment.

The advance is made, for example, over terrain carefully mapped by the topographers, copied by the draftsmen and referred to the lithographers, who have prepared the copies of the maps which are distributed to the staff and company officers.

Without the sapper regiment the advance might be halted by a ravine, or by a river over which formerly was a bridge, destroyed by the enemy. There is no halt, however, because of a new bridge, flung across by the engineers in an incredibly brief time. It is a question whether the more spectacular achievement in the bridge-building is afforded by the pontoon structure, which may be ready in seventeen minutes to pass the division over a river 225 feet wide, or by the building of a tied bridge thirty feet long in half an hour from the moment there was nothing but the ravine and the trees at hand; in that half hour the trees have been felled and the bridge prepared for the passage of the division.

There is a broken axle reported from one of the supply trucks. Time was when the truck would be perforce abandoned beside the road and the load added to the already burdened capacity of another truck. Again the engineers to the rescue! This time the oxy-acetylene welder comes to the fore and speedily sets the truck back on the road, sound as ever.

Every Vocation in the Dictionary

It is possible to follow through the various activities of this imaginary division and its dependence upon the pioneer regiment indefinitely. Since the vocational schools at Camp Humphreys, Virginia, include almost every practical vocation in the dictionary, from blacksmithing to well drilling. Some of the work of the subjects are: Carpentry, foundry work, lumbering, mining, printing, photography, rigging, surveying, typing, dock construction, steam engineering, pipe laying and highway engineering.

Wilson's 'Salad Days'

"THE ENGLISH REVIEW" prints a description of the President when he was a student, written by Edith G. Reid, who knew him in those early days. It is a little sentimental, the description, but it serves to illuminate between the rifts in the fog of memory something of the character of the young man who later became Chief Executive of the United States.

"At one of our relaxed moments this autumn I was sitting with three or four old friends in my long drawing-room. It was late in the afternoon—the tea hour, when the heavy curtains had been drawn, the fire lighted, and, though Hoover's card stuck in the window, there was enough food for comfort with consistency. Our thoughts and voices had dropped to the point of fatigue when some one remarked that Sargent was painting a portrait of Mr. Wilson. My memory went down the long years, meeting him gently, with a glow of the heart here and there, hearing his voice, remembering his vivid thoughts, until I came to the moment when I first consciously saw him. It was like taking up an old daguerreotype, and I wondered how Sargent's late portrait would compare with my early mental picture. Long I stayed with my friend that afternoon—long after the others had gone and my fire had smoldered. Would Mr. Sargent have the realizing imagination to see back to the beginning and follow the thread of his life until it brought him up to the man of to-day? Certainly, if Mr. Sargent catches the spirit of his subject, the portrait will be a masterpiece. The dominant note that was struck in his youth; for there has been a singular continuity in the life of our President. In the ideals and purposes of his life there has been no variableness, neither shadow of turning. The tall young fellow, who carried his body with a certain diffident courtesy, never physically treading on your toes, was free mentally—there he led. I recall him as he came up, a graduate student, to the Johns Hopkins University, doubtless poorly equipped with this world's goods, but too wholesome for that to matter.

"Nothing and nobody in those early days could hold Mr. Wilson long from his life's quest. His spiritual and mental impulses were, in a sense, inspirations, and would sweep on past and over minor matters. He had not that quality so lauded by Americans—the quality of push—he was too scholarly

for that; but there was a tremendous momentum in this young man that carried him from a simple student, with a very small haversack on his back, his assets in his brain—carried him to the presidency of Princeton, to fight for the democracy of opportunity; to the Governorship of New Jersey, to force just government; to the Presidency of the United States, to hold steadily above a distracted world the scales of universal justice. As the smallness of his student's room mattered not at all, provided he could think and write, so the bigness of the White House, if he kept true to himself, is merely a vantage ground from which to do his work for humanity.

"My daguerreotype shows a tall young man, whose clothes—one has to mention his clothes—were put on with so obvious a desire to show due respect to the function that he was attending, with so little thought for himself. He would never have done for a tailor's advertisement; but, though his clothes were too big for him, he was immeasurably too big for his clothes. That Georgia tailor proved so obviously that no amount of disregard to the anatomy of his victim could matter in the very least. Mr. Wilson was—he simply was. His kindly, humorous, intellectual face, so young, but so full of power; his graciousness of manner, so full of consideration and with so little of condescension, showed plainly the hallmarks of his ancestry. Southern, Scotch, Irish, American—he looked them all; Southern, by those dreadful clothes and gentle manners; Scotch, by stiff integrity; Irish, by his humor; and American, in being at once full of idealism and of practical common sense.

"Our acquaintance warmed into friendship, strange to say, at one of those fabled, devised, I believe, to show how cowed can become the spirit of man, how brave the spirit of woman—a big evening reception. Women ordained them, men attend them, because of some woman. We had been squeezed to the very wall of our hostess's party drawing-room and sank upon some mercifully leftover seats. The centre of the room had become an arena, where the odds were up as to whether the untrained gentlemen waiters could successfully balance plates of oysters, broiled oysters and chicken croquettes, and carry them deftly over the heads of the company, finally depositing them, charged with their perilous stuff, into the hands of their chosen fair ones. We, from our cosy corner, watched with keenest interest the heroes and hero-

ines of this, to me, memorable evening. The company became merely a parent for our delight. We wondered what it was all about—whether the people had food at home, that they should struggle and suffer for it like that. We were both of us young then and wished to be very wise—I, gay, arrogant, undisciplined; he, very humble, for he was already in harness, and his fresh, creative mind bowed to wisdom. He studied his premises and weighed his conclusions. But the trivial only held him as the lightest of surface comedies; he quickly cut through them to the great problems of past, present, and future. The unessential held him hardly at all; but, because of his humor, his talk was never ponderous; and also because of a certain vitalizing quality that was his in a degree I have never known in any other person. He was subjective only inasmuch as he minded your blame and cared for your praise; for the rest, he was purely objective. The big problems of humanity consumed him; they were so much bigger than himself that he forgot himself. Never in the world was it truer of any one than of him that he had a vision, but that he kept his feet on the ground; and that makes the order of person who arrives and carries others with him.

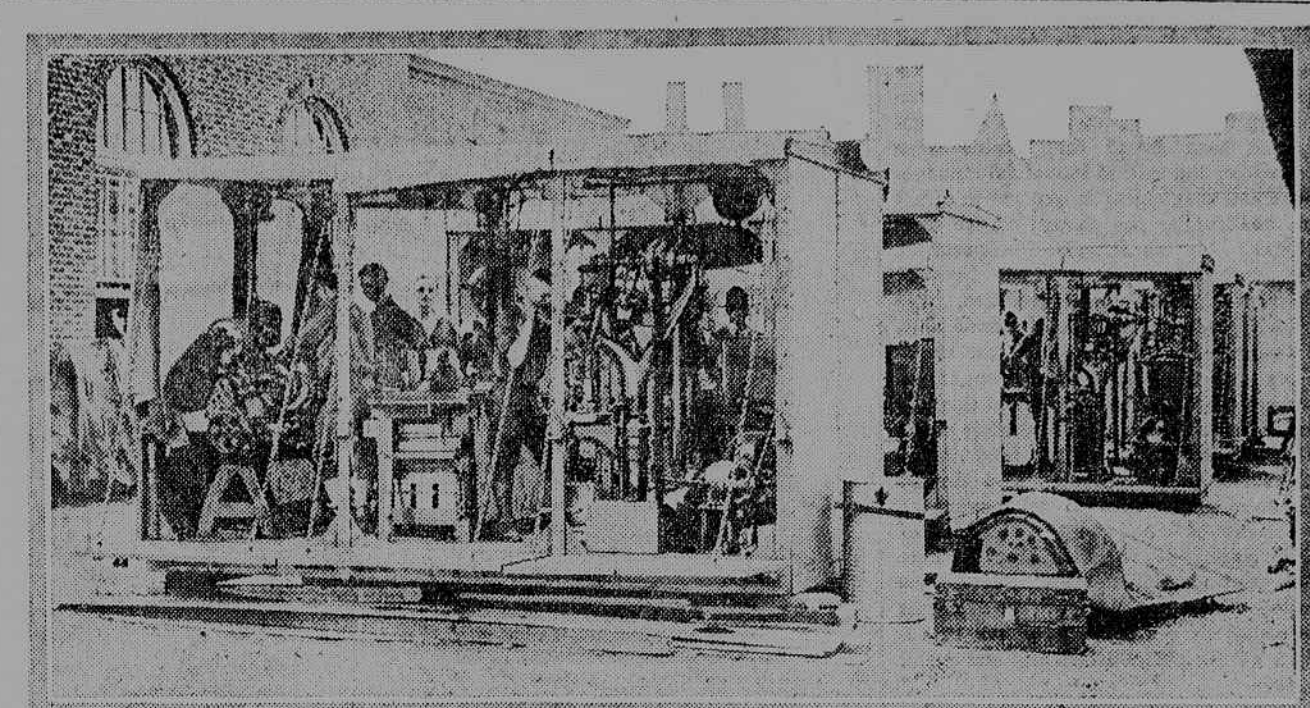
"Mr. Wilson was not an individualist. It was not for the love of one child, but for the love of all children, that their problems concerned him. Not the problem of one favored and dear youth, but the problems of all youth, fired him; not the development of the South alone, but the development of his entire country, absorbed him. He saw things in large proportions, and his constructive imagination was not that of the adventurer or even the explorer; it was that of the pioneer, with the pioneer's dauntless courage—but caution. Beyond the felled forest and cut paths and dangers overcome he saw peaceful homes, and thrifty farms, and simple, unsophisticated schools, and spires of little churches.

"From early youth he had in his mind the ardent desire to show to his country what he read in the motives and accomplishments and defeats of the Civil War. Southern by birth and breeding, he was never provincial—there was no muddling of mind and heart. He loved his country from east to west, from north to south, and looked out with clear eyes to the universal problems of the United States. A democratic university was his ideal. He felt that knowledge led to wisdom, and wisdom to righteousness; and that was a road which all who would should be able to take without handicap; and so, with a carelessness of self-interest that was simply amazing, he struck mighty blows, that there should be no sign 'Private Property' marked over this great highway. Only apparently was he defeated, for his strokes are still echoing and every college in the land has stopped and listened."

pleated their training for pioneer service a "regiment" was sent across to France to be used there according to the needs of the organized regiments at the front; two engine men might be sent from the port of debarkation to one pioneer regiment; two blacksmiths and five stenographers to another, and so the "regiment" would be split until it ceased to be recognizable. Meanwhile a successive "regiment" might arrive in France, and still a third be in training at the barracks; while

possibly amateur zeal was abruptly brought to proof by three cert questions, each with two subsequent dotted lines upon which the over-eager volunteer had to confess himself: "(1) What experience have you had in your first choice? (2) What experience have you had in your second choice? (3) What experience have you had in any other trade mentioned on the other side of this card?"

If the questions were not accurately answered any discrepancy was sure to be



Field shops—mounted on trucks for transportation or set up in the field. It is possible for workmen to save time by using the shops during an advance when the trucks are in motion

—Photo passed by Censor.

able pride at the barracks that a reasonably literate candidate can be taken in hand by the stenographic instructors and in six weeks be competent to undertake any clerical work necessary at headquarters. In four weeks he should master the fundamentals of stenography and typewriting, and since his practice is concentrated upon the usual clerical needs of the post, he acquires the practical application simultaneously with the technical knowledge. During this four weeks his military train-

ing does not suffer, as he stands reveille and retreat daily and has one hour of drill in addition. Should the demand permit of the extension of the work from four weeks to six, the additional fortnight will round off his vocational work and prepare him for favorable comparison with the graduate of any non-military stenographic school on record.

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What an Expert Rigger Might Accomplish

The classes in rigging, by the way, should brighten the "moving days" of our civilian future. One expert rigger, if he retains only the facility acquired in the army, should be able to direct the transference of every piano in New York somewhere to somewhere else between dewy dawn and starry eve of one day; it may be he can hoist a safe to the twentieth floor of an office building so swiftly that a crowd will have no time to gather; those will be the halcyon hours, but New York would never be quite the same.

Once admitted to the schools the possibilities of intensive training are revealed. It is authoritatively stated with consideration that there was no unreasonable objection to giving a serious worker a second chance at another school than that for which he considered himself best fitted. So it frequently happened that a mediocre carpenter did much better at rigging, and if so he was transferred according to his better talent.

It would be very pleasant to picture a poor, unskilled laboring man, who had always had a secret hankering after training in some trade, and who found his wish gratified by the opportunity offered at the barracks. It may be that if a rumored plan of the War Department is carried out the ambitious untrained private may yet have his wish fulfilled. As a matter of fact, however, the vocational schools have drawn their candidates, with but few exceptions, from men already possessing at least a rudimentary knowledge of the work at hand.

Qualified men in training camps, qualified draftees and men especially inducted into service found their talents put to immediate use. They were given cards to be filled out. These cards listed the fourteen schools, and first and second choices were made by the candidate to indicate his preference for instruction at one or the other school.

On the reverse of the card the candidate's

taking no heed of transient graduates the mother regiment in Washington would remain the "1st Replacement Regiment of Engineers" and would continue to draw promising privates to the special schools.

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revealed by the candidate's first day's work, although there was no unreasonable objection to giving a serious worker a second chance at another school than that for which he considered himself best fitted. So it frequently happened that a mediocre carpenter did much better at rigging, and if so he was transferred according to his better talent.

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ation that there was no unreasonable objection to giving a serious worker a second chance at another school than that for which he considered himself best fitted. So it frequently happened that a mediocre carpenter did much better at rigging, and if so he was transferred according to his better talent.

Perhaps the astonishing results that have been obtained at the barracks are due to the extraordinary corps of instructors. When the schools were first organized the instructors for the second classes were the best workmen in the first classes, who were made non-coms. and retained at the barracks to instruct the succeeding classes. If in the subsequent classes a student excelled his instructor the instructor was sent out with that class for active service and the erstwhile student made instructor. By this process of survival the present instructors are proven the most competent of the many who have passed through the schools and should be a nucleus for an excellent vocational organization should such be the future purpose of the War Department.

What an Expert Rigger Might Accomplish

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